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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers assessing basic skills through a set of activities for making professional decisions regarding remediation, individualized learning, and program and course improvements and for making status reports to various internal and external publics so that they will be more supportive of vocational education. Included in these activities are the following: (1) analyzing course materials to inventory basic-skills learning experiences; (2) reporting findings to administrators and external publics, to other teachers, and to counselors; (3) selecting and administering basic-skills tests in mathematics, oral communications, reading, and writing; and (4) using findings to improve lessons for individual students, programs, and courses for groups of students. The guide has been designed to aid the person who has responsibility for leading this particular activity set. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting this evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Assessing Basic Skills

Local Leader Guide IV

CE 034 973

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This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

Assessing Basic Skills is a set of activities for making professional decisions regarding remediation, individualized learning, and program and course improvements and for making status reports to various internal and external publics so that they will be more supportive of vocational education. Making status reports entails (1) analysis of course materials to inventory basic skills learning experiences and (2) reporting findings to administrators and external publics, to other teachers, and to counselors. Making professional decisions entails (1) selecting (or having made) and administering basic skills tests in mathematics, oral communications, reading, and writing, and (2) using findings to improve lessons for individual students and/or programs and courses for groups of students and making status reports to the same publics as mentioned above.

By doing a good job of competency based instruction, vocational education can make major contributions to basic skills. Mathematics, oral communications, reading, and writing are in varying degrees part and parcel of all occupations. No other component of the total curriculum can do a better job of emphasizing basics via learning by doing than do high quality vocational programs.

A successful evaluation requires careful planning. It will be beneficial to get the sanction of one or more superiors or groups before initiating the evaluation. Your immediate supervisor should probably approve your plan for the conduct of the Basic Skills Assessment.

As the local leader, you may want to hold a meeting of vocational program staff to discuss the potential outcomes of this evaluation and then work individually with some staff. Listed below are some possible topics of discussion for this initial meeting:

1. Why do an Assessment of Basic Skills? Is it that:
   A. There may be a felt need by the board of control?
   B. Staff members recognize weaknesses and concerns?
   C. Area employers are expressing concerns?
2. Determine the Scope of the Assessment
   A. All programs?
   B. One program?
   C. Selected programs on a "need to do" basis?
3. Determine which Basic Skills should be assessed
   A. Reading?
   B. Writing?
   C. Math?
   D. Oral communications?
   E. Combinations of the above?
4. Discuss ways of getting information/data
5. Present the Tasks Breakdown associated with this Assessment
6. Determine who (which staff members) should be involved in conducting this activity.

Procedure/Task Breakdown

I. Determine Which Basic Skills Are Essential in Vocational Programs, Inform Various Publics, and Articulate With Academic and Special Education Teachers and Counselors.

Task A. Define the Scope of Basic Skills Assessment

1. Decide whether you want to assess basic skills in one or more programs and in which courses in each program. Generally, it is best to assess basic skills in all courses in a program. If personnel from several programs assess skills at the same time, the local leader will have to coordinate the use of resource materials.
2. Decide who should be involved in assessment. If a program has a lead teacher who is well aware of what is taught/learned in all courses, it may be well to expect that person to do most of the work. If a program has a number of teachers no one of which knows much about what is taught/learned in all of the courses, they should do respective parts of the work.
3. Decide whether to make assessments of one basic skill or several basic skills.
   Make a list of programs for which assessments will be conducted and indicate which skills will be assessed in each. Your list might look like this:

	math	oral com.	reading	writing
office occupations	x		x	x
horticulture	x		x	x
building trades	x	x	x	
child care	x		x	
nursing assistant	x		x	

The remainder of the tasks in this guide were written as though you decided to assess four skills in one program.

Task B. Construct Two-Dimensional Grids for Assessing Basic Skills.

1. Settle on an organized listing of learning activities in your program. Call them competencies. You should arrive at a listing of competencies somewhat like those on the left-hand side of Example Document 4-5. You should study the following to arrive at an organized listing of competencies.
   - Program goals.
   - Course objectives.
   - Course syllabi, outlines, or courses of study.
   - Texts and supplementary materials.
   - All handouts, e.g., job and information sheets, work orders, homework assignments.
   - Lists of daily classroom and laboratory activities.
   - Laboratory manuals, workbooks, etc.
   - Vocational student organization documents, e.g., annual plan of work, leadership contest announcements, financial activities, social activities.
   - Examinations, quizzes, manipulative performance tests—anything used to assess student progress.
   - Student products, e.g., work pieces, projects, reports, briefs.
   - Cooperative education or internship/externship documents, e.g., training plans, weekly activity reports, employer evaluation forms.

   Make a list of the competencies a typical student learns/performs in your entire program—in classrooms and laboratories and at worksites, including student organization activities. List the competencies in the order in which a typical student would do them.

   You should have at least fifty tasks. This is *the* outline of your program. *All other tasks in this local leader guide depend upon this list.*
2. Place the organized list of competencies on a grid. Use a piece of 8-½" x 11" paper with vertical and horizontal lines. Write your organized listing of competencies down the left side. (See Example Document Number 4-5) Leave the top two inches of the grid for writing words which will describe mathematic topics.
3. Settle on an organization for a vocational mathematics curriculum. (See Example Document 4-1) Examine this outline to see whether competencies in your program which involve mathematics can be categorized under one or more of the topics.
4. Place the curriculum for mathematics on the grid. Write the categories along the top of the grid. (See Example Document Number 4-5)
5. Repeat steps 2, 3, and 4 to complete grids for oral communications, reading, and writing. Wherever you see the word mathematics, substitute the skill on which you are working and use corresponding example documents and resources. Example Documents 4-2, 4-3, 4-4, and 4-5 will be useful in the same ways they helped you prepare the grid for mathematics.

Task C. Determine Which Basic Skills Are Needed to *Learn* Vocational Competencies And Which Are Needed to *Perform* Vocational Competencies

1. This task should be completed by a teacher(s) who is/are familiar with the competencies students learn/perform.
   It is important that each competency be matched against the full range of mathematics, oral communication, reading, and writing skills. Some seemingly simple competencies may (surprisingly) entail a great many basic skills.
2. For each competency make a mark in squares under each skill which is needed to learn the competency or to perform the competency. Use an "L" for learn and a "P" for perform. If a skill is needed to learn *and* to perform a competency, mark the square "LP".
3. When you have completed the grids, i.e., have entered all appropriate "L's", "P's", and "LP's" in collaboration with everyone who teaches in the program, you should prepare for the next task by summarizing your findings.

First, total the entries for each of the sub categories on your grids. Start at the bottom of each column and count the "L's". At the top of the sheet after the skill component, enter the total. Then count the "P's" in the same column and enter that total. Use a slash between the two totals—so your entry looks like this: 4/7. Enter totals in each of the sub category columns on each of the four grids.

Then, add "L's" and "P's" in sub categories and enter totals for each of the major categories.

Finally, add the "L's" and "P's" in the major categories and enter grand totals in the upper left corner of each grid.

You should now have sub category, category, and grand totals for each of the four basic skills.

Task D. Make Status Reports to Administrators, the Board of Control, and External Publics

1. Talk with your administrative supervisor about your findings and the format of your report.
2. Prepare a report.
   Examine Example Documents 4-6 (Form For Report To Administrators, Board of Control and The Media) and 4-7 (News Release Writing Tips).
   As you prepare the report, use either "L" or "P" information.
3. Route the Report to Your Supervisor.
   Discuss with your administrative supervisor to determine how many copies of the report to prepare.
   Make the required number of copies of the report and attach copies of the four grid sheets to each. See Example Document 4-7 for tips regarding how to prepare material for the media.
4. Disseminate copies to your program advisory committee members.

Task E. Inform Academic and Special Education Teachers

1. Determine which teachers can better serve potential and enrolled students if they know what basic skills students are required to learn and perform in your program.
2. Prepare a dissemination plan for approval by your supervisor.
   Consider going in person to each teacher to share copies of the report and respective grids.
   If your list contains a number of teachers in the same department, e.g., mathematics or English, think about attending one of their meetings to distribute reports and grids, explain your findings and your students' needs, and answer questions about what teachers can do to articulate what students learn in their courses with competencies in your vocational program.
3. Ask your supervisor to approve your plan.
4. Execute the dissemination plan.
   Basic mathematics and language teachers, developmental skills teachers, and special education teachers will likely want to deal specifically with how to articulate what individual students learn in their classes with what they are doing in your courses. Distribute reports and grids to them. Show them as much detail as possible.
5. Follow-up your contacts.
   If discussions with other teachers suggest, pursue planning to articulate curricula, e.g., to add/delete lessons and units in their classes or yours, to provide certain students special learning opportunities. (If you work with special education teachers, you should do Resource Activity #3, to procure books which deal with articulating special and vocational education for individual students.)

Task F. Inform Counselors.

1. Determine which counselors serve students who come to your program.
2. Make a list of counselors and their locations.
3. Prepare a dissemination plan for approval by your supervisor. This plan should parallel your plan for dissemination to teachers and should be executed concurrently.
4. Ask your supervisor to approve the plan.
5. Execute the dissemination plan.
   See counselors to share reports and grids and to explain what kinds of skills students learn and practice in your program. Counselors need information that students can be as prepared for minimum competency tests via vocational education where they *learn and perform* tasks as they can in elective skill courses in academic departments.

Note: At this point you have completed several tasks which are essential to public relations and to serving the basic skills learning needs of individual students in vocational education. It may be appropriate to stop using this Evaluation Guide at this point and continue efforts to articulate with academic and special education teachers and counselors. However, completing the next set of tasks will increase benefits to students and others.

II. Conduct Appropriate In-Service Activities for Program Improvement

Task A. Determine Which Personnel Are Involved in Basic Skills Education

1. Consider the following:
   a. full and part-time instructors in the vocational program(s),
   b. one or more special education teachers,
   c. one or more academic teachers in each of the skill areas, i.e., mathematics, oral communications, reading and writing,
   d. one or more counselors, and
   e. one or more specialists in library learning resources.
2. Make a list of appropriate personnel.

Task B. Plan Appropriate In-Service Activities

1. Consider the following:
   a. current levels of student competency in basic skills areas,
   b. need for a basic skills testing program for vocational students,
   c. types of tests being administered or available for use,
   d. selecting students for remediation.
2. Settle on topics of most importance.

Task C. Secure Approval For and Schedule In-Service Experiences

1. Outline each in-service session in accordance with established practices in your institution. Make a content outline.
2. Indicate which professionals should attend each session.
3. Indicate who on the staff or from outside agencies should lead each part of each session. Consider:
   a. The head of student services and vocational director for overall procedures.
   b. Special education teachers on remediation.
   c. Academic teachers on individualization in required courses.
   d. Vocational teachers on individualization in required and elective courses in each program.
   e. A State Board of Education (SBE), Department of Adult, Vocational, Technical Education (DAVTE) consultant for an initial workshop on individualized instruction.
   f. A SBE, DAVTE special needs consultant regarding individualizing vocational instruction/learning for special needs students.
4. Indicate what books and other *materials* must be procured in quantity for in-service participants. Show costs. (Resource Activity Number 3 may be a good start at this listing.)

Task D. Conduct the In-Service Activities as Planned.

III. Provide Summative Reports to Various Publics

Task A. Re-Cap In-Service Activities

1. Prepare written summaries of in-service sessions including:
   a. who attended,
   b. purpose of the session,
   c. who conducted the session,
   d. results of the session.
2. Focus on activities planned for increasing students' basic skills competencies.

Task B. Provide Summative Reports to Administrators, the Board of Control and External Publics

1. Go to Task I. D.
2. Revise Example Document 4-6 for reporting the results of in-service activities.

Task C. Inform Other Professionals

Send or hand carry copies of summative reports to all who have shown an interest in this assessment of Basic Skills.

Information Handouts

No.		Page Number
4-1	Basic Skills Form	12
4-2	Basic Skills Resources	13
4-3	Special Needs Resources	14

Information Handout 4-1

Basic Skills Form

Procure sixty or more sheets of paper with horizontal and vertical lines. Grid paper or ledger paper will do, as will bookkeeping or accounting sheets from an office supply store, art store or your institution's business office.

Information Handout 4-2

Basic Skills Resources

Write or call

East Central Network and
Illinois Vocational Curriculum Center
Sangamon State University
Springfield, Illinois 62708

to borrow the following six booklets which were produced by:
Cornel Institute for Occupational Education
Ithaca, New York
October 1980 (There may be a newer version.)

371.46 Dunn 1980-1 *Teaching Basic Skills Through Vocational Education*

371.46 Dunn 1980-2 *Teaching Mathematics Skills in Vocational Education*

371.46 Dunn 1980-3 *Teaching Oral Communication Skills in Vocational Education*

371.46 Dunn 1980-4 *Teaching Reading Skills in Vocational Education*

371.46 Dunn 1980-5 *Teaching Writing Skills in Vocational Education*

371.46 Dunn 1980-6 *Resource Guide: Teaching Basic Skills Through Vocational Education*

Information Handout 4-3

Special Needs Resources

Order copies of the following.

1) *Career Exploration and Preparation for the Special Needs Learner* (1977).
   Ronald J. Lutz and L. Allen Phelps
   Allyn and Bacon, Inc.
   470 Atlantic Avenue
   Boston, MA 02210
   $16.95
   Curriculum development via cooperative approaches to coordinating vocational and special education. Practical guidelines and step-by-step procedures for individualization.
2) *A Special Educator's Guide to Vocational Training* (1980), by Robert A. Weisberger.
   Charles C. Thomas, Publisher
   Bannerstone House
   301-327 Coast Lawrence Avenue
   Springfield, IL 62703
   $15.50
   Practical suggestions for special education teachers re coordination of special and vocational education and provision of related services. Also deals with transition from school to work and independent living.
3) *Instructional Development for Special Needs Learners: An Inservice Resource Guide*, by L. Allen Phelps.
   The Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students
   Turner Hall
   Illinois State University
   Normal, Illinois 61761
   Seven modules acquaint vocational and special educators with a systematic process for developing learning experiences for special needs learners.

Example Documents

No.		Page Number
4-1	Vocational Mathematics Curriculum	16
4-2	Vocational Oral Communication Curriculum	17
4-3	Vocational Reading Curriculum	18
4-4	Vocational Writing Skills Curriculum	19
4-5	Business Math Sample	20-21
4-6	Reporting Form	22-23
4-7	News Release Writing Tips	24-25

Example Document 4-1

Vocational Mathematics Curriculum

Fundamental Skills
- Quantification (Counting and Ordering) and Computation (Addition, Subtraction, Multiplication and Division) used in measuring:
  - Specified amounts
  - Linear distances
  - Area
  - Volume
  - Weight
  - Force
  - Time
  - Velocity
  - Temperature
  - Money

- Comprehension
  - Equivalents on different scales
  - Presentations of numbers
  - Algebra
  - Geometry

Situations Where Mathematics Skills are Applied
- Narrative presentations where numerical figures are imbedded in text
- Graphic presentations of numbers
- Forms used to show numerical information
- Measuring devices
- Calculating devices

from Dunn (1980-2, p. 2)

Example Document 4-2

Vocational Oral Communication Curriculum

Fundamental Oral Communication Skills
- Listening Skills
  - Receiving oral messages
  - Processing messages
  - Responding
- Speaking Skills
  - Diction and grammar
  - Pronunciation
  - Non-verbal skills

Situations Where Oral Communication Skills are Applied
- Communicating with the Public
  - Supplying information
  - Requesting information
  - Receiving unsolicited information
  - Engaging in informal conversation
- Communicating with Co-workers and Supervisors
  - Supplying information
  - Requesting information
  - Receiving unsolicited information
  - Engaging in informal conversation

from Dunn (1980-3, p. 2)

Example Document 4-3

Vocational Reading Curriculum

Fundamental Reading Skills
- Sounding Out Words
- Syllabication and Stress
- Standard Parts of Words
- Plurals, Possessives, Contractions, and Abbreviations
- Compound Words
- Memorizing Whole Words and Their Meanings
- Using the Context to Get Meaning
- Analyzing Phrases, Sentences, and Paragraphs

Situations Where Reading Skills are Applied
- Brief, Focused Materials
- Manuals
- Legal Documents
- Signs and Labels
- Standard Reference Materials
- Graphic Presentations
- Forms
- Business Communication Materials

from Dunn (1980-4, p. 2)

Example Document 4-4

Vocational Writing Skills Curriculum

Fundamental Writing Skills
- Technical Writing Skills
  - Writing words legibly
  - Spelling often-used words
  - Using proper capitalization and punctuation
  - Using words appropriately (grammar and diction)
- Composition Skills
  - Phrases
  - Sentences
  - Paragraphs

Situations Where Writing Skills are Applied
- Filling Out Forms
  - Order
  - Status
  - Report
- Writing Messages
  - Notes
  - Outlines
  - Memos
  - Letters
- Writing Reports
  - Information
  - Recommendation

from Dunn (1980-5, p. 2)

Example Document 4-5

Business/Math
Program: Teller Science
Course #1: General Tellering

	Fundamental Skills	Quantification Counting	Quantification Ordering	Computation Specified Amounts	Linear Distances	Area	Volume
UNIT #1 — MAIL DEPOSITS		/		/			
Opening Envelopes		/		/			
Receiving Checks for Deposit							
Examining Checks for Endorsement							
Verifying Deposits		/		/			
Entering Deposits in Passbook or Checking Account				/			
UNIT #2 — PAYING & RECEIVING							
Counting Currency		/					
Cashing Checks				/			
Handling Check Deposits		/		/			
Handling Cash Deposits		/		/			
Receiving Christmas Club Pymts.		/		/			
Issuing Treasurer's Checks				/			
Selling Money Orders				/			
Withdrawing Funds From Savings		/		/			
Ordering Daily Cash Supply				/			
Selling Traveler's Checks				/			
Balancing Cash Drawer		/		/			
Accepting Night Deposits		/		/			

Course goes on for 6 Units and there are 4 Courses

WEIGHT

FORCE

TIME

VEROCITY

TEMPERATURE

MONEY

COMPREHENSION EQUIVALENTS

PRESENTATION OF NUMBERS

ALGEBRA

GEOMETRY

SITUATIONS

GRAPHICS

FORMS

MEASURING DEVICES

CALCULATING DEVICES

Example Document 4-6

FORM FOR REPORT TO ADMINISTRATORS,
BOARD OF CONTROL AND THE MEDIA

Vocational Students Practice Basic Skills and Prepare for Jobs

Report Summary

Teachers in the (name your program) program at (name your institution) have completed an assessment of basic skills which students in the program learn. Speaking for the group, (your name) said that the typical student who completes the (number) semester program learns and uses basic skills in four major areas approximately (number) times.

The number of times skills in the four areas are used are: mathematics (no.), oral communications (no.), reading (no.), writing (no.). Some of the skills in each of the areas are:

mathematics _____

_____;

oral communications _____

_____;

reading _____

_____;

writing _____

_____;

Results of this assessment will be used to inform academic and special education teachers regarding what skills students have to master before or during the program. Counselors will be better able to tell prospective students what to expect and how to prepare. The study is also helping teachers prepare lesson plans and supplementary teaching materials.

(name of teacher(s) and the (title and name of vocational director/dean) report that most of the basic skills learned and used in the (program) are the kinds of skills students have to know to pass the minimum competency test prior to being graduated. Vocational education is an excellent way to have the 3R's and be ready for the test. Vocational students practice basic skills and prepare for jobs.

Attachments:

Grids for Mathematics
Oral Communications
Reading
Writing

NEWS RELEASE WRITING TIPS

THE FIVE W'S FORMULA: The lead paragraph of a news story should answer the basic questions: WHO, WHAT, WHEN, WHERE, and WHY. The sample below illustrates how the five W's are applied to a newspaper story.

WHO --John A. Doe, State Supervisor of Vocational Education
WHAT --will address the _____Club.
WHEN --12 o'clock noon Friday, October 12
WHERE --the _____Hotel
WHY --to discuss "Area Vocational School--An Answer to Unemployment"

These facts (the five W's) could be used in the same order as shown above. However, in many cases, the WHY is more important in catching the reader's eye than the WHO. With the facts rearranged in attention-getting fashion, the story would read:

> Reducing unemployment through the establishment of area vocational schools will be discussed by John A. Doe during a meeting of the _____Club at 12 o'clock noon Friday at the _____ Hotel. Doe is State Supervisor of Vocational Education.

1. Get the most important facts right at the beginning of a story.
2. The following newsworthy actions at meeting or events:
   --Action taken (officers elected, awards presented, etc.)
   --Something of interest said (capture the two or three main ideas from what was said).
3. Paragraphs should be kept short (from 20 to 50 words). If they run longer, just break into two paragraphs.
4. Get as much human interest into story as possible. (People like to see their names and the names of their friends in print.)
5. Make sure all facts and names are correct. When there is a question about spelling of a word or name, put the word "correct" in parentheses following it.
6. Do not put your own comments, opinions, or judgments into a story unless they are used as direct quotes or paraphrasings.
7. Be sure adjectives and adverbs do not express personal opinion.
8. Use third person. Do not use "we," "us," "our," etc.

9. Use simple, accurate, and vivid words. Always take the reader into consideration when writing.

10. Avoid using gobbledygook (high-toned, involved, and technical words).

11. Avoid using flowery figures of speech and trite expressions.

12. Check local newspapers for style practices and then follow their style. Style includes such things as capitalization and abbreviation. How do the newspapers used the word "street"--St., street, or Street? How do they indicate time? As 7 P.M. Friday, or 7 o'clock Friday evening?

13. Use the inverted-pyramid style of writing (below). The detail is developed in order of importance. Each paragraph should seem to be the end. This is done so the editor, who has space requirements to meet, can cut off portions of the story from the bottom without losing important facts.

Most Important Facts
Less Important
Least

14. Remember to answer questions posed by the five W's:
    - WHO --Who presided, who spoke, who became new members, who made proposals, who reported accomplished projects, etc.?
    - WHAT --What organization, what action took place, etc.?
    - WHEN --Be exact as to the time (give day, date, and hour).
    - WHERE --Give the exact meeting place (building and even room number when it is important).
    - WHY --Purpose of meeting or event. If a special meeting, tell why it was called.

15. Fillers - Newspaper fillers, the small statements used to fill a column of type, are another means of getting facts before the public.

16. Pictures - Talk picture possibilities over with news contacts. Pictures of one-or two-column width are more likely to be used than larger ones. Provide a list of names with the picture, identifying people as they appear. Plan a picture that tells a story; confine the group to three or four people so they can be identified.

17. Remember - It is not news too long after it happens!

References

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Reference 4-1

Basic Skills Test Materials

Criterion-Referenced Tests*
from McGraw Hill Book Company
1221 Avenue of the Americas
New York, NY 10020
(212) 997-1221

Assessment of Skills in Computation
Diagnostic Mathematics Inventory
Everyday Skills Test in Reading and Mathematics
Performance Assessment in Reading
Prescriptive Reading Inventory
Tests of Everyday Writing Skills

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from Education Commission of the States
300 Lincoln Tower Building
1860 Lincoln Street
Denver, CO 80295

NAEP Released, Exercises in Reading and Mathematics

---

from Educational and Industrial Testing Service

Tests of Achievement in Basic Skills (Mathematics)

---

from NCS Interpretive Scoring Systems
4401 West 76th St.
Minneapolis, MN 55435

Wisconsin Design for Reading Skill Development: Study Skills

---

from the Psychological Corporation
304 E. 45th Street
New York, NY 10017
(212) 883-3500

Metropolitan Achievement Tests' Instruction Test

Norm-Referenced Tests*
from CTB McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
(408) 649-8400

California Achievement Test
Comprehensive Test of Basic Skills
Test of Adult Basic Education

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from Educational Testing Service
Rosedale Road
Princeton, NJ 08540

ETS Basic Skills Assessment

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from The Psychological Corporation
304 E. 45th Street
New York, NY 10017
(212) 888-3500

Metropolitan Achievement Tests: Survey Battery
Stanford Achievement Tests
Test of Academic Skills

---

from Science Research Associates
155 North Wacker Drive
Chicago, IL 60606
(800) 621-0664

SRA Achievement Test Series

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*Note: These tests were found by Dunn (1980) to satisfy rigorous criteria for selecting diagnostic tests. This list is short because few norm-referenced tests yield diagnostic scores which are useful for modifying student placement and instruction.

References 4-2

Test Sources

Mastery Custom Tests
Science Research Associates
155 N. Wacker Drive
Chicago, IL 60606
(800) 621-0664

ORBIT
CTB McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
(408) 649-8400

SCORE Criterion-Referenced Tests
Houghton-Mifflin
1900 S. Batavia Avenue
Geneva, IL 60134

References 4-3

Sources of Instructional Materials for Vocational Education

Vocational Agriculture Service
1510 H Street, N.W.
Washington, DC 20005

The BOE Instructional Materials Lab
The Ohio State University
119 Townshend Hall
1885 Neil Avenue
Columbus, OH 43210

Vocational Education Media Center
Clemson University
10 Tillman Hall
Clemson, SC 29631

Instructional Materials Service
Cornell University
3 Stone Hall
Ithaca, NY 14853

Hobar Publications
1234 Tiller Lane
St. Paul, MN 55112

Vocational Agriculture Service
College of Agriculture
University of Illinois
434 Mumford Hall
Urbana, IL 61801

Instructional Materials Laboratory
University of Missouri-Columbia
10 Industrial Education Building
Columbia, MO 65211

Ohio Agricultural Education
Curriculum Materials Service
The Ohio State University
Rm. 254, 2120 Fyffe Road
Columbus, OH 43210

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

American Tech
5608 Stony Island Avenue
Chicago, IL 60637

Arco Publishing, Inc.
219 Park Avenue South
New York, NY 10003

Charles A. Bennett Co., Inc.
809 West Det Weiller Drive
Peoria, IL 61614

Bobbs-Merrill Educational Publishing
4300 West 62nd Street
P.O. Box 7080
Indianapolis, IN 46206

Benzizer, Bruce & Glencoe, Inc.
8701 Wilshire Boulevard
Beverly Hills, CA 90211

Butterick Publishing
708 Third Avenue
New York, NY 10017

Cambridge: A Basic Skill Co.
888 Seventh Avenue
New York, NY 10019

Career Aids, Inc.
8990 Luvlone Avenue, Dept. F-58
Chatsworth, CA 91311

Cebco Standard Publishing
9 Kulizk Road
Fairfield, NJ 07006

The Communications Agency
Box 541
Wilton, CN 06897

Delmar Publishers
50 Wolf Road
Albany, NY 12205

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Gregg/McGraw-Hill
1221 Avenue of the Americas
New York, NY 10021

The Interstate Printers & Publishers, Inc.
19-27 N. Jackson Street
Danville, IL 61832

Interstate Printers & Publishers, Inc.
Jackson at Van Buren
Danville, IL 61832

Learning Arts
P.O. Box 179
Wichita, KS 67201

McKnight Publishing Co.
Box 2854
Bloomington, IL 61701

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Box 508
Columbus, OH 43216

Scholastic Book Services
P.O. Box 2002
904 Sylvan Avenue
Englewood Cliffs, NY 07632

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Social Studies School Service
10,000 Culver Blvd., Dept. 70
Culver City, CA 90230

Steck-Vaughn Publishers
807 Brazos
P.O. Box 2028
Austin, TX 78768

Westinghouse Learning Corporation
5005 West 110th Street
Oak Lawn, IL 60453

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